

Presdales School



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Enquiries & comments

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1. Aims

The aim of this policy is to ensure that Presdales provides the necessary support and monitoring to help Early Career Teachers (ECTs) complete their two-year induction period successfully.

Our specific aims are to:

- **Deliver an Evidence-Based Programme:** Run an induction programme based on the *Initial Teacher Training and Early Career Framework* (ITTECF). This framework sets out the entitlement of every ECT to a core body of knowledge, skills, and behaviours that define great teaching.
- **Ensure Continuity from Training:** Recognise that the ITTECF combines and replaces the previously separate ITT Core Content Framework and Early Career Framework. Our programme is designed to help ECTs purposefully revisit elements introduced in their initial training to deepen their knowledge and understanding.
- **Prioritise High-Quality Teaching for All:** Adopt the framework's principle that high-quality teaching is the most important way to improve outcomes for pupils, particularly those with Special Educational Needs and Disabilities (SEND).
- **Provide Expert Support:** Ensure ECTs receive mentoring and support from expert colleagues throughout the two-year induction period.

2. Legislation and statutory guidance

This policy is based on the current legislation and the **January 2024 Department for Education guidance**, specifically:

- **Initial Teacher Training and Early Career Framework (ITTECF)**
This document sets out the minimum entitlement to training. It is based on the best available evidence, independently assessed and endorsed by the Education Endowment Foundation (EEF).
- **Statutory Induction for Early Career Teachers (England)**
The framework includes significant updates (as of Jan 2024) regarding supporting pupils with SEND, high-quality oral language (oracy), early cognitive development, and social and emotional learning.

3. The ECT Induction Programme

3.1 - Employment and duration of induction period

- Prior to the ECT starting their induction, the Headteacher and Appropriate Body (Alban Teaching School Hub) must agree that the post is suitable
- For a full-time ECT, the induction period will last for 2 academic years.
- Part-time ECTs will serve a full-time equivalent, although ECTs who have prior teaching experience may apply to have their induction period reduced to 2 academic years. This will need to be supported by the Induction Tutor and Headteacher. The final decision will be with the Appropriate Body.
- The programme is quality assured by the Alban Teaching School Hub as the Appropriate Body and the National Institute of Education as the training provider for Year 1 ECTs and Best Practice Network for Year 2 ECTs.

3.2 - Curriculum Design and Progression

Presdales School delivers a carefully sequenced curriculum that supports ECTs to build their expertise.

- **Revisiting Knowledge:** We recognise that ECTs may be at different stages of expertise. Our programme ensures ECTs revisit "Learn that..." (research-based) and "Learn how to..." (practice-based) statements introduced in their training.
- **Developing Fluency:** The goal is for ECTs to develop greater fluency and confidence in core practices and improve their decision-making to solve complex classroom challenges.
- **Evidence-Informed:** Our curriculum covers both "Learn that..." statements (informed by rigorous academic research and meta-analyses) and "Learn how to..." statements (drawn from guidance from expert practitioners).

3.3 - Adaptive Teaching and SEND

In line with the ITTECF's focus on inclusivity:

- We place significant emphasis on adaptive teaching. The induction programme includes content adapted from the National Professional Qualification (NPQ) for SENCOs.
- Mentors will support ECTs in applying the framework's statements in a way that is appropriate for their specific context, particularly regarding pupils with complex needs.
- When addressing requirements for "high quality oral language," mentors will use their judgement to support ECTs working with non-verbal pupils or those with complex disabilities.

3.4 - Use of Technology

While the framework does not mandate specific tools, we encourage ECTs to use technology judiciously, including the CleverTouch interactive whiteboards in every classroom and student Chromebooks. Training will focus on how technology can evidence-based improvements in student outcomes and enhance the ECT's own working practices.

4. ECT Induction, Support, and Assessment

4.1 - The Distinction between Training and Assessment

- **Training Entitlement:** It is a fundamental principle of this policy that the ITTECF is a training framework, **not** an assessment framework.
- **Assessment Standards:** ECTs will not be assessed against the ITTECF "Learn that" or "Learn how to" statements. All formal assessment of performance remains against the **Teachers' Standards**.
- **Role of the Framework:** The ITTECF is used solely to inform the curriculum design and professional development entitlement.

4.2 - Mentoring and Expert Colleagues

- ECTs are entitled to support from "expert colleagues" (mentors, subject specialists, and experienced teachers).

- Mentoring sessions will focus on deconstructing what makes specific teaching approaches successful and providing structured feedback based on the best available evidence.

4.3 – Entitlements as an ECT

- In line with statutory guidance, ECTs will have a reduced timetable during the induction period to allow them to undertake the activities as part of their induction programme. Year 1 ECTs will be given a 10% reduction compared to a full-time main scale teacher timetable and Year 2 ECTs will be given 5%.
- Year 1 ECTs will be assigned 1 period per week on their timetable in which they can meet their mentor. Year 2 ECTs will be assigned 1 period per fortnight to meet with their mentor.
- ECTs will meet with their Induction Tutor once per term to discuss the upcoming progress review report (terms 1 and 2) and the end of year report (term 3).
- ECTs will be encouraged and given the opportunity to peer observe experienced teachers, either within the school or at another school.

4.4 – Assessment of ECT progress

- Following termly meetings with the Induction Tutor, a progress report (terms 1 and 2) and an end of year report (term 3) will be written by the Induction Tutor on the ECT Manager platform, with input from the ECT, mentor and any other relevant staff.
- As part of the reports, ECTs will be required to confirm they are receiving all elements of their entitlement.
- ECTs will have an opportunity to comment on their reports and write a comment.
- All assessment reports are digitally signed by the ECT, Induction Tutor and Headteacher.
- All assessment reports will be submitted to the Appropriate Body and quality assured by them.

5. Roles and Responsibilities

5.1 - The ECT

- **Provide Evidence of QTS:** Provide evidence that they have Qualified Teacher Status (QTS) and are eligible to start induction.
- **Engagement with Induction:** Meet with their induction tutor to discuss and agree on priorities for their induction programme and keep these under review.
- **Use of Reduced Timetable:** Agree with their induction tutor on how best to use their reduced timetable allowance (10% in Year 1 and 5% in Year 2) and guarantee engagement with their ECF-based induction programme.
- **Active Participation:** Participate fully in the agreed monitoring and development programme. This includes attending scheduled training sessions, both online and face-face, and engaging with self-study materials online.
- **Observation and Feedback:** Participate in scheduled classroom observations, undertake peer observations of other colleagues and attend progress review meetings.
- **Acting on Feedback:** Act on the formative feedback provided by their mentor and induction tutor to improve their practice.
- **Raising Concerns:** Raise any concerns about their induction programme with their induction tutor as soon as practicable. If the matter is not resolved, the ECT may notify the Appropriate Body.

5.2 - The Mentor

- **Regular Mentoring Sessions:** Meet regularly with the ECT for structured mentor sessions (typically weekly in Year 1 and fortnightly in Year 2) to provide effective, targeted feedback.
- **Contextualising the Framework:** Support the ECT in translating the *Early Career Framework* evidence into practice. This includes helping them understand how the "Learn that..." and "Learn how to..." statements apply specifically to their pupils and subject.
- **Supporting Adaptive Teaching (SEND):** Use their professional judgement to support the ECT in applying framework statements to students with complex needs or disabilities.
- **Deconstructing Practice:** Work with the ECT to observe, discuss, and analyse practice. The mentor helps "deconstruct" what makes a particular teaching approach successful or unsuccessful.
- **Structured Feedback:** Provide clear, consistent, and effective mentoring through structured feedback based on the best available evidence.
- **Facilitating Practice:** Ensure the ECT has opportunities to practise and refine approaches (introduced in the framework) in a low-stakes environment before using them in the classroom.
- **Separation from Assessment:** The Mentor is **not** responsible for the formal assessment of the ECT against the Teachers' Standards. This distinguishes their role from that of the Induction Tutor, ensuring the mentor-mentee relationship remains confidential and supportive.

5.3 - The Induction Tutor

The Induction Tutor is responsible for the monitoring and assessment of the ECT. This role is distinct from that of the Mentor; while the Mentor focuses on development and training, the Induction Tutor focuses on assessment and statutory compliance.

- **Coordination of Induction:** Ensure that the ECT is registered with an Appropriate Body and that the induction programme is running smoothly, including the allocation of the reduced timetable.
- **Regular Progress Reviews:** Conduct regular progress reviews (typically in Terms 1, 2, 4, and 5) to monitor the ECT's progress against the **Teachers' Standards**.
- **Formal Assessments:** Undertake two formal assessment meetings during the induction period (End of Year 1 and End of Year 2). These assessments must be clearly based on the Teachers' Standards, **not** the Early Career Framework (ECF) curriculum.
- **Separation of Assessment and Training:** Ensure that the ECF is not used as an assessment tool. The Induction Tutor must recognize that the ECF is a training entitlement, and assessment should solely judge whether the ECT has met the Teachers' Standards.
- **Feedback on Standards:** Inform the ECT following progress reviews of their progress against the Teachers' Standards and share reports with the ECT and the Appropriate Body.
- **Addressing Concerns:** Identify early on if an ECT is at risk of not meeting the Teachers' Standards. The Induction Tutor is responsible for putting a support plan in place and keeping the Headteacher and Appropriate Body informed.
- **Distinction from Mentor:** The Induction Tutor should generally not be the same person as the Mentor. This ensures the ECT has a confidential space (with the Mentor) to discuss development without fear of judgement, while the Induction Tutor maintains a fair and objective overview of performance.

6. Links with Other Policies

- **Pay Policy**
Progression: This policy links to the Pay Policy regarding pay progression on the Main Pay Range. Decisions on pay progression for ECTs are usually informed by the successful completion of the induction year (or part thereof), as recommended by the Headteacher to the Governing Body.
- **Staff Code of Conduct**
Professional Behaviours: The **Teachers' Standards** (Part 2) set out the personal and professional conduct expected of all teachers. This aligns directly with the school's Staff Code of Conduct, which the ECT must uphold at all times.
- **Safeguarding and Child Protection Policy**
Statutory Duty: The *Initial Teacher Training and Early Career Framework* reinforces the importance of a safe learning environment. ECTs are required to read, understand, and adhere to the school's Safeguarding Policy immediately upon taking up their post.
- **Behaviour Policy**
Classroom Management: The ECT's ability to manage behaviour effectively (Standard 7) is a key part of their assessment. They are expected to apply the school's specific Behaviour Policy consistently.
- **Special Educational Needs and Disabilities (SEND) Policy**
Adaptive Teaching: The induction programme (based on the ITTECF) places significant emphasis on adaptive teaching. The ECT is expected to work in line with the school's SEND policy and under the guidance of the SENCO to support pupils with diverse needs.
- **Grievance Policy**
Dispute Resolution: Should an ECT have concerns about their induction provision or the conduct of their mentor/tutor that cannot be resolved through the standard induction review process, they should refer to the school's Grievance Policy.
- **Data Protection (GDPR) Policy**
Record Keeping: ECTs will handle sensitive pupil data as part of their assessment and planning. They must adhere to the school's data protection procedures.